ABSTRACT

Zhafiri, M.Rizky, 2143121020. Language Features of Teacher's Talk in English Teaching for The Ninth Grade Student of SMP N 2 Halongonan Timur. A thesis. English and Literature Department Faculty of Language and Arts. State University of Medan.2021.

This study focuses on classroom interaction in English teaching and learning at SMP N 2 Halongonan Timur. The objective of this study are to 1. to analyze the interactional features used by the teacher related to the pedagogic goals, 2. To investigate the reasons why teachers use language features of teachers talk in learning process. The data were first grade students. In this research, the researcher considers the teacher talk as the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding (Sinclair & Brazil, 1982). The SETT framework designed by Walsh (2006) is used to identify the features of teacher talk occurs during the learning process. Moreover, this study is conducted in the form of descriptive qualitative research where the researcher as the non participant observer on the classroom. The researcher used observation to get the data. The data were in form audio recording of classroom interactional both teachers and students. The researcher made transcription from recorded data and analyzed it through exchange structure and applied Walsh's framework in interactional features. In her classrooms, teacher A provides lots of initiation to her students. Teacher pattern was the highest amount initiation in form question. Teacher used 12 (twelve) interactional feature based on Walsh framework (2006). There were extended learner turn (ELT) 98 frequencies, extended teacher turn (ETT) 22 frequencies, Display Question (DQ) 49 frequencies, confirmation check (CC) 36 frequencies, seeking clarification (SC) 41 frequencies, Teacher echo (TE) 23 frequencies, referential question (RQ) 23 frequencies, Scaffolding (SCF) 8 frequencies, extended wait time (EWT) 20 frequencies, turn completion (TC) 16 frequencies, direct repair (DR) 8 frequencies, content feedback (CF) 1 frequency. Form Focused Feedback (FFF) 2 frequencies Teacher provide a lot of extended learner turn by giving direct question and referential question. Students' response frequently in English, in Indonesian and in other hand in their mother tongue. In conclusion, the researcher has found that the teacher who teaches speaking descriptive in a ninth grade classroom of SMP N 2 Halongonan Timur has performed some features of teacher talk from SETT framework. Those features of teacher talk used are found to be able to elicit students' contribution and assist the students' descriptive monologue skill development in the speaking descriptive learning process.

Keywords: classroom interaction; interaction pattern; language features;